

# **Missouri Assessment Program Spring 2003**

## **Communication Arts**

### **Released Items**

#### **Grade 7**

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## Directions

This excerpt is from the book *A Jar of Dreams* by Yoshiko Uchida. Read the passage. Then answer Numbers 7 through 13.

“Boy, am I glad to get out of that thing,” I said.

Then I remembered the *kimono*<sup>1</sup> was a present from Aunt Waka, and I tried to think of something nicer to say.

“I’ll have Mama put it in her trunk and cover it with mothballs,” I said.

I guess that wasn’t exactly what Aunt Waka wanted to hear either. I thought she probably would’ve liked me to say I’d get it out and wear it once in a while.

But she didn’t say that. She just smiled and said, “Ah, Rinko, you certainly are a child of America.” Then she turned serious and said, “But don’t ever forget, a part of you will always be Japanese too, even if you never wear a kimono again.”

“I know,” I said. “It’s the part that makes me feel different and not as good as the others.”

It was the strangest thing. Suddenly, it was as if I’d opened a faucet in my head and everything inside came pouring out. I told Aunt Waka all about how I felt at school—how the boys called me names and the

<sup>1</sup>**kimono:** a long, wide-sleeved traditional Japanese dress

girls made me feel left out. And I told her a terrible secret I’d kept to myself and never told anybody, ever.

Once when there was going to be a PTA meeting at school and we had notes to bring home, I tore up my note and never gave it to Mama. I did it because I didn’t want Mama to go. I didn’t want her bowing to all my teachers and talking to them in the funny English she sometimes uses. I didn’t want Mama to be ignored by everybody and left sitting in a corner. I guess maybe I was a little bit ashamed of Mama. But mostly I was ashamed of myself.

“I hate always being different and left out,” I told Aunt Waka.

Aunt Waka was folding my kimono and *obi*<sup>2</sup> on top of my bed, smoothing

them out carefully so there would be no wrinkles. She wrapped them up again in the soft rice paper and tied them up just the way they were when she’d brought them. Then she put them aside and sat down on my bed.

<sup>2</sup>**obi:** a wide sash with a bow, traditionally worn with a kimono



## Waka's Gift

from *A Jar of Dreams* by Yoshiko Uchida

Go On ►

"I think I understand how you feel, Rinko," she said in a soft whispery voice. "When I was young and couldn't run or play with my friends, they used to tease me and call me a cripple. They often made me cry."

I thought of the old photograph of Aunt Waka standing with the crutch. "But you were smiling anyway," I said, as if she'd know what I was remembering.

"Just because you're different from other people doesn't mean you're not as good or that you have to dislike yourself," she said.

She looked straight into my eyes, as if she could see all the things that were muddling around inside my brain.

"Rinko, don't ever be ashamed of who you are," she said. "Just be the best person you can. Believe in your own worth. And someday I know you'll be able to feel proud of yourself, even the part of you that's different . . . the part that's Japanese."

I was still in my slip sitting next to Aunt Waka and wriggling my toes as I listened to her. And then it happened, like a light bulb had been switched on in my head. At that very minute I finally knew what made Aunt Waka seem so special. She was exactly the kind of person she was telling me to be. She believed in herself and she liked herself. But mostly, I guess she was proud of who she was.



**10**

Aunt Waka tries to help Rinko with her problem by sharing how she was teased by her friends. Is this a good way to approach Rinko's problem? Why or why not? Use details and/or examples from the passage to support your answer.

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*Go On ►*

11

Below are two examples of figurative language from the passage. For each example, tell what Rinko's expression means.

**"Suddenly, it was as if I'd opened a faucet in my head and everything inside came pouring out."**

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**"And then it happened, like a light bulb had been switched on in my head."**

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## WRITING

### Directions

Now you will write a paper in response to a writing prompt. First, read the prompt in the box below.

Then use the separate paper your teacher has given you for your prewriting activity (such as brainstorming, listing, freewriting, clustering, mapping, or drawing).

After you finish your prewriting activity, write your first draft on the separate paper your teacher has given you. Look back at your prewriting activity for ideas.

### Writing Prompt

Each of the passages you read in Session 1 deals with overcoming difficulties. Consider what you think is the most pressing problem facing our society. Write a paper that describes the problem and how the problem could be solved.

*Go On ►*

**Session 2** | Page 3

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## Directions

Now you have time to revise your draft. Reread your draft and think about the Writer's Checklist below. Check every box that makes a true statement about your draft.

## Writer's Checklist



- ☐ My paper has a beginning, middle, and end.
- ☐ My paper uses paragraphing appropriately.
- ☐ My paper flows smoothly from one idea to another.
- ☐ My paper stays on the topic.
- ☐ My paper includes details and examples.
- ☐ My paper uses precise and vivid language.
- ☐ My paper includes a variety of sentence structures.
- ☐ My paper includes correct grammar/usage, punctuation, capitalization, and spelling.

For every box you did not check, make the necessary revisions on your draft before you write your final copy on Pages 5 through 9.



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Session 2 | Page 5

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# STOP

**Missouri Assessment Program  
Spring 2003**

**Communication Arts**

**Released Items Scoring Guide**

**Grade 7**

<b>Session:</b>	1
<b>Item No.:</b>	10
<b>Page No.:</b>	11
<b>Content Standard(s):</b>	2, 5
<b>Process Standard(s):</b>	3.4

**Item 10:**

Aunt Waka tries to help Rinko with her problem by sharing how she was teased by her friends. Is this a good way to approach Rinko's problem? Why or why not? Use details and/or examples from the passage to support your answer.

**Scoring guide:**

- 2 points The response includes a reasonable explanation of why Aunt Waka's approach was or was not a good one and uses details and/or examples from the passage as support.
- 1 point The response includes a reasonable text-based explanation, but is overly general or simplistic.
- 0 points other

**Examples of top score-point responses:**

- This was a good idea because Aunt Waka understood what Rinko felt. Rinko could see that her aunt was still smiling in her pictures even though she was different.
- I don't think this was a good approach because it won't stop kids from calling Rinko names. Even if Aunt Waka tells her to believe in herself, it's still going to be hard for Rinko at school.

**Session:** 1  
**Item No.:** 11  
**Page No.:** 9  
**Content Standard(s):** 2, 5  
**Process Standard(s):** 1.6

**Item 11:**

Below are two examples of figurative language from the passage. For each example, tell what Rinko's expression means.

**"Suddenly, it was as if I'd opened a faucet in my head and everything inside came pouring out."**

[5 writing lines]

**"And then it happened, like a light bulb had been switched on in my head."**

[5 writing lines]

**Scoring guide:**

2 points The response includes a reasonable explanation of BOTH expressions.

1 point The response includes a reasonable explanation of only ONE expression.

0 points other

**Example of a top score-point response:**

- **"Suddenly, it was as if I'd opened a faucet in my head and everything inside came pouring out."** Rinko means that suddenly she was telling Aunt Waka everything that was on her mind.
- **"And then it happened, like a light bulb had been switched on in my head."** Rinko is saying that she suddenly understood that her aunt went through the same thing.



<b>Session:</b>	2
<b>Item No.:</b>	Writing Prompt
<b>Page No.:</b>	3
<b>Content Standard(s):</b>	4
<b>Process Standard(s):</b>	2.1

### Writing Prompt

Each of the passages you read in Session 1 deals with overcoming difficulties. Consider what you think is the most pressing problem facing our society. Write a paper that describes the problem and how the problem could be solved.

## Writing Prompt Session 2

### **4 Points**

The paper:

- has an effective beginning, middle, and end.
- uses paragraphing effectively.
- contains a strong controlling idea.
- progresses in a logical order.
- uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- uses precise and vivid language.
- contains sentences that are clear and varied in structure.
- effectively uses writing techniques (such as imagery, humor, point of view, voice).
- shows complexity, freshness of thought, and individual perspective.
- clearly shows an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

### **3 Points**

The paper:

- has a clear beginning, middle, and end.
- uses paragraphing appropriately.
- contains a controlling idea.
- generally progresses in a logical order.
- uses cohesive devices between and within paragraphs.
- addresses the topic using relevant details, reasons, and examples.
- uses precise language.
- contains sentences that are clear and show some variety in structure.
- uses writing techniques.
- shows some complexity, freshness of thought, and/or individual perspective.
- shows an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

### **2 Points**

The paper:

- has evidence of a beginning, middle, and end.
- shows evidence of paragraphing.
- may contain a sense of direction, but may lack focus.
- may not progress in a logical order.
- may not use cohesive devices.
- addresses the topic, but relies on generalities (lists) rather than specifics (development).
- may use imprecise language.
- contains sentences that are generally clear, but may lack variety and complexity.
- attempts to use some writing techniques.
- may lack complexity, freshness of thought, and/or individual perspective.
- shows some awareness of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

**1 Point**

The paper:

- may lack evidence of a beginning, middle, and/or end.
- may lack evidence of paragraphing.
- is difficult to follow and lacks focus.
- does not progress in a logical order and may digress to unrelated topics.
- lacks cohesion.
- may address the topic, but lacks details.
- uses imprecise language.
- contains sentences that lack variety and clarity.
- shows little or no evidence of writing techniques.
- lacks complexity, freshness of thought, and individual perspective.
- shows little or no awareness of audience or purpose.
- contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that are distracting to the reader.